

The Echo



VOL. XLVII—NO. 18

TAYLOR UNIVERSITY—UPLAND, INDIANA 46989

May 13, 1966

Guest Speakers for Graduation Announced; Ceremonies May 22

New Additions Mark Next Years Faculty

It has been announced that Dr. James M. Godard, President of the Council of Protestant Colleges and Universities, will give the annual Commencement Address at 3:00 p.m. on May 22. Dr. Lawrence Lacour will deliver the Baccalaureate Sermon at 10:30 a.m. on the same day. Dr. Lacour is presently director of the Department of Preaching Evangelism, General Board of Evangelism, of the Methodist Church. A past member of the Board of Trustees at Taylor, Dr. Lacour is well known to faculty and friends of the University.

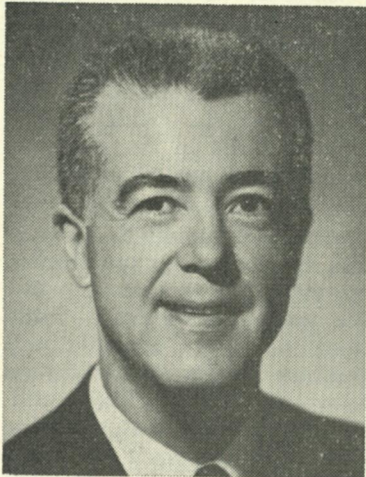
The factors of heritage, training and experience in the life of Lawrence Lacour provide a unique background for his ministry in evangelism. He was born into the home of a Methodist minister who devoted most of his life to the "work of an evangelist." He grew up in a college community and a Methodist Church which featured the visits of outstanding ministers and missionaries.

"These great leaders of the church fired my imagination with their stirring accounts of what God can do," Dr. Lacour relates. "We looked forward to the services in the church as exciting events. Overflow crowds sang the great hymns with the enthusiasm one finds today in sports events. As a small boy I heard many a sermon that lasted for more than an hour—and most of them seemed to end entirely too soon! These preachers made us feel that living for Christ was the greatest thing a boy could do. And when we hear the people talk about these ministers we got the impression that to speak for God in a way that helped change lives was more important than being a president, a millionaire or a movie star."

In spite of these influences, the young Lacour came to a faith of his own only after several years of doubt and rebellion. Not until he was eighteen did he make the decision that fixed his purpose and led him toward the ministry.

The training at John Fletcher College (A.B.) and at the seminary of Drew University (B.D.) provided a background in both the conservative and liberal traditions of evangelical Christianity. As the teachers who most influenced his religious outlook, Dr. Lacour singles out Dr. Edwin Lewis and Dean Lynn Harold Hough. "They won me to the belief that a minister's faith underlies everything he does," Dr. Lacour comments, "and that the proclamation of Christian truth from the pulpit must always be regarded as an urgent matter."

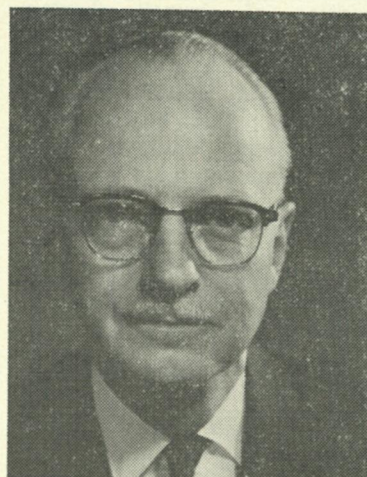
After two student pastorates, service as a chaplain with the United States Navy, and almost a decade of experience in public



Dr. Lawrence Lacour

evangelism, Dr. Lacour felt the need for advanced training in communicating the gospel. While college and seminary had helped him to understand the Christian message, and his background had provided a wealth of experience in evangelistic methods, he sensed the need for a grasp of the principles at work in the various forms of evangelism.

In a study of rhetoric at Northwestern University's Graduate School of Speech he found what he was seeking—an interpretation of the dynamics at work in the various types of communicating situations. Professor Lew Sarett, especially, presented an analysis of those factors Dr. Lacour had found at work in evangelism but had never been able to interpret satisfactorily. In 1950 Dr. Lacour wrote a thesis on "The Preaching and Speaking Theories of Bishop Edwin Holt Hughes" and received the M.A. degree.



Dr. James M. Godard

That summer he began to apply his new knowledge to the problems of missionary evangelism. For six months he toured the four major islands of Japan and preached to more than a half million people. The challenges there and at home stimulated him to return to Northwestern University for two additional years of study in the School of Speech. Under the direction of Dr. Kenneth Hance he wrote a

(Continued on page 2)

Dr. Nussbaum Honored For Service To Club

In its final meeting of the year, the Science Club presented Dr. Elmer Nussbaum with a marble desk set in grateful appreciation of his service and dedication as sponsor of the club in the past several years. Dr. Nussbaum has consistently shown himself willing to lend his time and influence to the service of the club in any way he can. His suggestions and advice have been of great value to the cabinet and he has devoted much time and effort to such programs as the Science Lecture Series. Dr. Nussbaum's patience and devotion have been a constant source of inspiration to members of the club. The Science Club feels greatly honored and privileged to have such a man as its sponsor.

Dr. Elmer Nussbaum is currently professor of physics and director of special research at Taylor, and he also serves as a senior consultant for the Oak Ridge Institute of Nuclear Studies, a division of the Atomic Energy Commission. Dr. Nussbaum is much in demand as a speaker and this summer will travel for ORINS before going to Oak Ridge. In

1963 Dr. Nussbaum traveled around the world for the AEC and assisted in the establishment of a radioisotope training center in Indonesia. Dr. Nussbaum received his A.B. degree from Taylor University, the M.A. degree from Ball State Teachers College, the Ph.D. degree from University of Rochester, and has done further study at the University of Washington.

Mr. Paul W. Phinney joins the Taylor teaching staff next September as Instructor of Business and Economics. He is a graduate of Taylor University, has studied at Biblical Seminary in New York and Ball State University, and is currently enrolled in New York University's graduate school of business. He is employed in the Federal Reserve Bank of New York and brings this valuable experience with him. Mr. Phinney will be teaching accounting and money and banking. He is married to Sandra Marshall, also a graduate of Taylor University.

Dr. William A. Horwood comes to Taylor University as Associate Professor of Physical Education. His educational background includes the A.B. degree from Roberts Wesleyan College and the M.A. and Ed.D. degrees from Michigan State University. He has had over ten years teaching experience at Roberts Wesleyan College, Michigan State University, College of William and Mary, and Indiana State University. Dr. Horwood comes to Taylor University from the last named institution. He is married and the father of two boys, ages four and six. Taylor University welcomes the additional strength Dr. Horwood brings to the physical education department.

Mrs. Arthur Horwood (Jean L.) joins the physical education staff next September as Assistant Professor of Physical Education. She will teach in the women's division of physical education. Mrs. Horwood took the B.S. degree from Ursinus College and the Ed. M. degree from Temple University. The major in both degrees was Health, Physical Education and Recreation. Mrs. Horwood's teaching experience includes junior high school teaching at Upper Darby, Pennsylvania, and five years at Michigan State University. She, her husband and children are looking forward to service and Christian fellowship on the Taylor campus.

The speech department receives a second addition to its staff in the person of Mr. Dale M. Jackson

who enters the program as instructor of Speech. Mr. Jackson is a graduate of Asbury College and is doing graduate study at the University of Kentucky. With high school teaching experience and advanced studies, Mr. Jackson brings additional strength to the speech department.

Dr. Edward H. Hermanson comes to the music faculty next September with a strong background in music education and performance. He was born, reared, and educated in the State of Oregon through the baccalaureate degree. He received the A.B. degree from Cascade College and took the M. A. and D. Ed. degrees in music from Columbia University. He has taught at Columbia University, Mt. Vernon, New York, secondary schools, and Nyack Missionary College. Mr. Hermanson's professional memberships include Phi Delta Kappa and Phi Mu Alpha Sinfonia. He has published two works—*It's Your Profession*, "Handbook, Oregon Education Association," and *Music Educator's Audio-Visual Guide* for the Mt. Vernon board of Education. As educator and performer, he brings additional strength to the music department. He will serve in the capacity of chairman of the fine arts division and head of the music department.

Taylor Band Will Present Pops Concert

On May 14, 1966 thirty members of the Taylor University Band will present the annual Pops Concert at 8:15 p.m. in Maytag Gymnasium. Professor A. Robert Buss, conductor, has announced that the following selections will be included in the program: Popular themes from *The Sound of Music* and *My Fair Lady*, "The Sandpaper Ballet" and "The Blue Tango" by Leroy Anderson, "Seventy-six Trombones," a selection from *The Music Man*, a medley from Henry Mancini including "Baby Elephant Walk," "Moon River," and "Hatari," a novelty on "Dry Bones," and an arrangement on "King Cotton." Refreshments will be served.

OFF THE PRESS

Parnassus, the Taylor University literary magazine, has just become available for pleasurable scrutiny this week. Its contents vary from delicate poetry to rollicking essays on eating and S-X. Several genres are found in the magazine, including prose fiction, parody, and drama. The moderately-priced Parnassus is now being sold by members of the Literary Club.

ALUMNI DAY — SATURDAY, MAY 21

- 9:00 to 10:00 Registration in Alumni Center and Coffee fellowship
- 10:15 Alumni Hour of Renewal Chapel and Liberal Arts Building dedication (Liberal Arts Building)
- 12:00 Luncheon
If you are a member of a reunion class, your table is marked, so join your classmates.
- 1:00 Class Reunions (check alumni bulletin board for the place.)
- 2:30 Annual Alumni Business Meeting (Maytag Gym)
Induction of the Class of 1966
(all seniors in front of Wisconsin not later than 2:15)
- 5:30 Buffet . . . (Camp Dining Hall)
Alumni Awards will be presented. The Music Department will present a program of entertainment and interest.
- 8:00 Chit-chat Hour
A time for visiting, greeting old friends and making some new ones. Plenty of punch.

Living Christianity . . .

Acknowledge God

by Jack Ebright

Be thankful unto the Father all ye sincere in heart; Let the Christ followers in name acknowledge Him in truth.

Come into His presence with joyful hearts, for He has not ceased to do good things unto His children.

The year will soon be past and with it most of the concerns about which we prayed. Those prayers voiced to the Father on a friend's behalf, those asking Him for vocational guidance, those seeking out salvation, those concerning academic needs, and those longing for assurance of His Love. Have not and are not all these of the sincere being answered?

We are the God-dependent people. Others meet success without God; we meet it only by Him. Others complete a school year

satisfactorily without trusting their Father. We complete it satisfactorily only by trusting the Father. Others fail to acknowledge Him; We...acknowledge...Him? Comrades, are we able to truthfully subscribe to that last? To acknowledge one is to recognize one. Most certainly we recognize our Father when we pray concerning our needs. However, do we recognize God in the past solution? When the tensions are eased, whom do we acknowledge... anyone... ourselves... if not, then God?

Yes, to trust God is good; but, oh to be cognizant of His provisions—His direction! Oh, to recognize God when His answers are close and past!

The year is nearly past. Comrades, look back and acknowledge the guidance of your Father. Then, seek out a quiet place and thank Him.

A meeting room void of chairs and the absence of two members greeted the Student Council for its May 4th meeting. The Council spent several minutes strolling across campus in the cool spring air seeking a meeting place. Such was attained in the Chemistry Building.

PRAYER AND "COMPUTER DATES." Ray Benson, in his new position of Council chaplain, opened the meeting with a devotional and group prayer. On the heels of this inspirational time came the prosaic committee reports. Social chairman Diane Kuhn's announcement of a possible "computer date" party for next year offered a punctuation of humor. Also of interest was Academic Affairs chairman Shepler's announcement that Symposium Dialectum was interested in Taylor participation in the TV

series College Bowl.

Quickly passed resolutions to print Student Council brochures and church directories were the next order of business. The meeting showed promise of brevity.

RADIO STATION. However President Morris opened a new realm of discussion with the reading of a letter received from the Speech Department concerning the proposed campus radio station. The letter requested a more detailed study of the means and persons for controlling the station and the actual cost of such. The gist of the letter requested more control of the station by the speech department.

SHEPLER DISSENTS. Councilman Shepler quickly voiced irked opposition to this stating that the station would be a "little thing" in actual operation and that the faculty is seeking to control the station. Wayne Ridder entered the confab stating that the station would not be exceedingly expensive. As has been done in the past, the council tabled the matter and referred it to Advisor Delcamp.

Without question such a station would affect the Taylor student body. But of even greater pertinence to the students was the Council's discussion concerning a new class attendance policy.

CLASS ATTENDANCE. For this consideration the Council formed a committee of the whole which allowed for freer discussion. Morris presented a class attendance proposal by Dean Phinney that in Phinney's words was

"liberalizing" the present policy.

The matter went the usual circular route of discussion and disagreement. Morris reiterated that the Council should reach a decision whether or not to endorse Phinney's plan or develop its own. Councilman Dye in student interest pointed out that Phinney's plan, which allows a maximum of 1/6 of the classes in a course to be "cut" for any reason, was unfair to athletes. The absence allowance he said would be consumed by their athletic contests during class hours.

Sue Peterson in a highly feminine voice and similar logic refuted Dye's statements saying the athletes should be in class to receive class credit. Councilman Keller pointed out the possible problem of coordinating this proposal with the faculty.

AND CHAPEL ATTENDANCE. Included in the discussion were comments about present chapel attendance policies. Advisor Delcamp stated that chapel attendance presently is poor and challenged the Council very decidedly to formulate and present proposals on this matter in the next week.

The evening wore on and the discussion followed suit. The meeting quickly adjourned however as two members left for Oratorio. This action left the Council without a quorum and thus the body could not even adjourn itself. Morris suspended the rules of order to allow adjournment to a meeting that had discussed much but passed little.

Continued from Page One . . .

Graduation Speakers Listed

dissertation on "Revivalism in America Since 1920 with Special Reference to Billy Sunday, Aimee Semple McPherson and Billy Graham." He was awarded the Ph.D. degree in 1956.

In 1957 Dr. Lacour joined the administrative staff of the General Board of Evangelism. As Director of the Department of Preaching Evangelism he serves as the staff liaison with the theological seminaries, directs the "Summer Evangelists" program (for seminary students and recent graduates and their wives), and is involved in a ministry of preaching, lecturing, writing and counseling. His schedule includes annual conferences, "Religious Emphasis Week" in colleges, retreats and training programs for ministers, lectures at pastor's school, short-term teaching in theological seminaries, and a number of evangelistic missions.

Dr. Lacour commands the respect of the most discriminating audiences. He is equally at home in lecturing to a university faculty or a high school assembly. The principal of a large city high school writes, "We can't remember having had a speaker who brought the students to their feet for a standing ovation. His message was vital, timely, and genuinely appealing to an unusually critical audience." As a preacher he speaks with equal effectiveness to the intellectual and to the common man. His

ability to interest while illuminating the great Biblical teachings and to challenge without coercing, has won him a place among the most sought-after preachers.

The speaker for Commencement is Dr. James M. Godard. Dr. Godard earned his A.B. degree from Park College, Parkville, Missouri and his A.M. from Duke University. He has also been awarded numerous honorary degrees, among them are a Doctor of Laws from Texas Christian University and a Doctor of Humane Letters from Lander College. In addition, Dr. Godard has done further graduate study at Duke, in the field of educational psychology with emphasis on mental hygiene of the school child and on mental testing.

Dr. Godard has served on the faculties of Duke University, Park College and Queens College. For five years, he was also Executive Secretary of the Commission on Colleges and Universities of the Southern Association of Colleges and Secondary Schools. Presently, he is the President of the Council of Protestant Colleges and Universities. His offices are in Washington, D.C.

While in North Carolina, he served for many years on the Committee of the North Carolina Conference which collaborated with the State Department of Public Instruction. At one time, he served as Secretary-Treasurer of the Southern Association of Colleges for Women.

In community activities, he served as President of the Charlotte Mental Hygiene Society and on the board of the North Carolina State Mental Hygiene Society; he was Protestant Co. Chairman of the Charlotte Roundtable of the Nation Conference of Christians and Jews; he was past President of the Kiwanis Club of Charlotte and of the Charlotte Executive Club; and he served on the panel of arbitration of the American Arbitration Association.

Dr. Godard has also been active in religious activities. He has

directed church choirs, notably the Duke Memorial Methodist Church, and has taught at numerous denominational summer conferences. He has written material for the Presbyterian Church in the United States including one study book on *Understanding Marriage and Family Life*. He is co-author of the volume, *Christian Basis of World Order*.

Dr. Godard is married and has three children all of whom are married.

Around the Campus . . .

The Taylor Program

By Dee Friesen

After careful consideration and much thought, I have reduced down to four, the qualities of Taylor University, which I have found most beneficial to me during my four years as a student. The things which deserve mention and the events which make the college experience at Taylor an unforgettable experience are far greater than I have time to tell (or for that fact wish to tell). To speak only of events is to miss the point, for the events at Taylor seem to stem from what I shall call inherent qualities of greatness.

The first such quality of greatness is "true Christian dedication". This quality deserves mention because it is evident from the top to the bottom of the positions of administration and instruction which make up the Taylor plant. The fact that this Christian dedication is displayed in so many ways makes it more real to the student and in effect makes the words of Christ often times come alive. The greatest display of Christian commitment is never heard, but rather it is seen. From the classroom to the athletic field, from the laboratory to the garage, is seen in every day language the message that God is not dead, and that Jesus Christ did rise from the dead.

These positions of witness stand firm and true through the darkest hours and bring meaning to the words "effectively christian".

The quality of greatness which I have just mentioned is one I believe to be unique to Taylor University. I do not wish to say other schools do not have men and women committed to the service of the Heavenly Father, I only wish to say that at Taylor it seems to be the underlying, and overwhelming quality of greatness which I have been repeatedly exposed to over the course of eight semesters.

The second quality of greatness I wish to mention is the opportunity for the student to become personally involved. At Taylor the student is more than a num-

ber, he is a person. As a person he is able to learn in an atmosphere where the professor is not only just a lecturer, but where he is also a friend. The student's opportunities for the enrichment of the personality and the broadening of the intellect are greatly enhanced when he has the opportunity to meet and visit with numerous stimulating individuals both on and off campus. A small school such as Taylor naturally provides the opportunity for greater participation of the student body in numerous events of both intercollegiate and intermural nature. Rewarding experiences can be found in the areas of drama, sports, organizations, student government, and (Continued on page 5)

ART AWARDS

The following persons are to be congratulated for their attainment in art. At the recent Fine Arts Festival the individuals selected as winners in the art contest were:

PATTON DRAWING CONTEST
Martha R. Hoisington
Lynn W. Hollenbach

SHILLING ART AWARD
Water color:
Rollin G. Karnehm First
Charlotte A. Clark Second
Oils:
Hiroko Ogiwara First
Donald H. Herron Second

THE ECHO

EDITORIAL STAFF

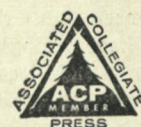
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❖ Ten Seniors Reflect Upon A Taylor Education ❖

I was like most freshmen—eager, excited, ambitious and overly “green.” I distinctly remember getting very irritated with my father because he wouldn’t drive faster than September of ’62. Finally—we made it. Somehow, Taylor didn’t fit my ivy-league idealizations, but it soon became my home away from home for four years. Contrary to my feelings that first year, I now feel that I’ll miss the “down on the farm” atmosphere. It truly is a luxury!

Freshman week helped me to get settled—somewhat. (How does one ever recover from gross lack of sleep and all-night pop corn parties?) When the first week was over, I decided to conquer T.U. (I never did though.) My most embarrassing moment of those beginning days was walking mistakenly into the Student Council Trials for delinquent beanie-less



Danielle Vansicke

freshman. I had been told which building to go to in order to give the Echo editor my qualifications for news reporting. Fortunately, I got the right building—but unfortunately, the wrong room. The jury (I thought they were the Echo staff) asked if I knew why I was there—I nodded and grinned an eager yes. Imagine my surprise when I was almost convicted of a crime I never committed!

An adjustment for me was the buzzer system. At home, I never had too much trouble communing with those members of the opposite sex via telephone. The buzzer method was much different. Finally it rang—at ten minutes until ten o’clock p.m. I had it all figured out ahead of time; I would merely put on my bathrobe and a roller cap, get down on all fours and peer through the arch. If he looked delicious, I’d send someone to tell him I’d be down shortly; if he were not so appealing, I would steal silently away and quietly forget it. There I was—on all fours peering through the arch, but I couldn’t see a soul. There he stood at the bottom of the steps peering up at me while I peered out into nothingness.

Somehow, I became a “subtle” sophomore. That was the year that I met Dr. Snyder and the biology lab. (Are they one and the same?) After a year of bugs, wheat life cycles, snakes, and dissection of all kinds of lowly critters, I became quite an expert with dissecting needles. It occurred to me that I could make a mint tutoring “chicken” girls on how to cut up earthworms by never touching them. However,

the T.U. tutoring service had no place for me.

My junior year was spent in concentrated study (ha!). Jokes aside, one really must study for Dr. Ewbank’s masterpiece tests. I never did figure out a way to escape it. I found the same problem in Dr. Young’s play production class. Aside from having hard courses, I believe the junior year is a year of conflict for most college students. Personally, I began to contemplate the future with more serious thoughts. I wondered what I should do with myself. I wondered about the type of person I was and wanted to be. Did I want to further my education? Did I want to quit school, or continue? More than ever before these questions began to plague me. That year I became thankful for Taylor University and those people who helped me to face the realities of life (or at least a softened version of reality). It was that year that I became aware of myself in the palm of God’s hand.

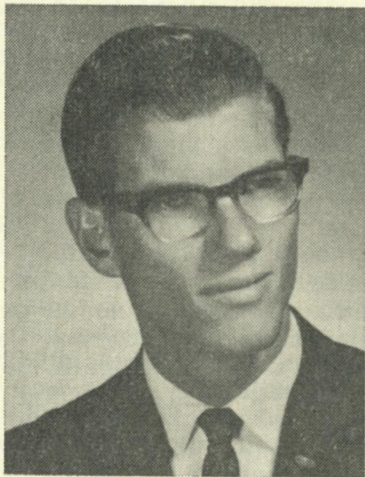
What is a senior? A college senior is a person who knows that four years of college are only a preparation for the beginning of a new and better life. The college senior realizes that the real test comes after college—in actual living and working with his fellowman. I think that the Christian young person realizes the seriousness of this test even before walking down the graduation aisle. Here at Taylor, it is much too easy to forget the masses, but it is for them that the Christian young person needs to realize himself in relationship with God. I’m thankful that amidst the buzzers, wheat cycles, popcorn parties and gaiety, I found a stable foundation in Christ.

Four years at Taylor produce many experiences which contribute to education. From beanie to mortar-board and ignorance to knowledge, each day introduces new concepts and ideas. In their own peculiar way, courses add depth to the pool of knowledge. Long hours in the chemistry lab amidst steam distillation apparatus and the smells of organic chemicals, the mathematics of “Force equals mass times acceleration,” the dissection of a cat’s cranial nerves, the “why” of an eosin-eyed fruit-fly, and the embryonic development of a heart are vital experiences that make study exciting. And added are the disciplines of philosophy, psychology, literature and language rounding out the academic preparation.

The Lyceum Series, Science Lectures, special guests, the playbill and a presidential inauguration are remembered for the contributions to cultural development. Social life is enhanced through many interpersonal situations. Life in Fairlane Village offered unique opportunities and responsibilities as shack-mate adjusted to water fights, post midnight bull sessions, pop-corn and Kool-Aid study breaks and a two-by-four bathroom at seven a.m. Opportunities at MCW are varied; the treasures of perfume and lace,

brunette or blond respond to the ring of the buzzer. The friendships created on the Taylor campus are cherished although some can only be memories.

The spring trip south, track and cross country meets throughout the state and the dynamic leadership of a Christian coach make athletics an exciting memory. Being a member of track and cross country championships and the team to compete in the NAIA meet at Omaha is ample reward for long hours in a sweat-suit and running flats. Both as a participant and spectator it is satisfying to see the Trojans victorious in competition. The leadership of the athletic staff and their testimony makes discipline learned through training applicable to the effective



Barton Comstock

Christian life.

Strengthening the spiritual life are Spiritual Emphasis, Missionary Conference, Youth Conference and the variety of chapel messages. Challenges to effective Christian service come from dynamic speakers, the testimony of Christian professors, and fellow students. Spiritual growth in the Taylor atmosphere is achieved through prayer and meditation and the sharing of Christ in counseling and witnessing. Mixed emotions face the senior as the mortar-board is donned on May 22, memories of a Taylor-made education begin to fade as the shadow of the future is pierced by the light of hope.

As I look back over four years at Taylor University I see not only a rapidly changing institution, but also observe in myself a continually changing personality. Four years ago I was positive that the plan for my life was set and that at Taylor I would have no trouble pursuing those goals. One semester on campus was all that it took to show me that I did not have all of the answers.

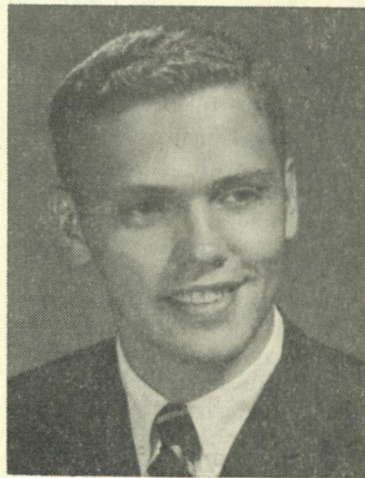
College life is a continual process of maturation and growth. In a “Christian” community such as we have here this can be an extremely difficult process, especially for the person who is confused and searching. I have not met many students who have not been looking for a purpose in life and hardly at Taylor who did not earnestly desire to find the secret of the Christian life. This is the area where I have found real difficulty at Taylor. The pressure is to conform and the one who doesn’t finds himself left out many times.

I do not believe, however, that we need to loosen our standards

or change our ideals. I have little sympathy for the student who remains at Taylor and yet devotes his time to degrading the institution and those connected with it. There are many Colleges and Universities across the nation that cater to all interests and if I did not accept the Taylor philosophy I would not hesitate to seek such a school.

I think, however, that constructive criticism and suggestions do have a place at Taylor. The attitude that “if you don’t like it you can leave” has no place at Taylor. If we are to continue to grow both academically and spiritually we must be sensitive to change. I have felt disappointment time after time talking to student leaders and groups who have faced constant frustration in trying to represent the best interests of the students. If faculty, administration, and students alike are willing to cooperate and put forth the extra effort needed, much could be done to improve student-administration relations. I have sat on a committee myself this year which did not begin to accomplish its goals and which did not even meet for half of the second semester.

Academically we are seeing great progress at Taylor, but we need to continue to strive for excellence. Although I will not be sure of the value of my degree until after I have left, I feel that I have received a sound education at Taylor. I am finding already that with a board Liberal Arts background I am not limited to one field; I can branch out and



Joseph Corey

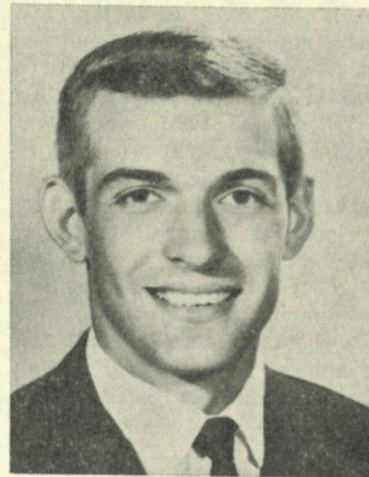
pursue my interests in many areas.

I am thankful for the emphasis on this campus. I have had opportunity to travel some this year and have observed some alumni who have put those standards which are valued at Taylor first in their life who have found real success. I hope that as I leave the “village borders” I will not discard those principles and values which administrators, faculty, and students at Taylor University have helped become first in my life.

Graduating from college is a very memorable day in any student’s life. My four years have been filled with many wonderful and challenging experiences. I spent my first year at Purdue University before transferring to Taylor. I feel this dual experience helps me to evaluate more accurately the true values at Taylor University. I’ve observed many things while at Taylor and have

witnessed many activities. There are some that criticize the school for various reasons such as: inadequate facilities, nothing to do, and in general Taylor simply isn’t big time. Perhaps some of these criticisms are justifiable but to me the biggest problem on our campus is the criticizer himself. I ask myself “Why do these people come to Taylor in the first place?”

Taylor’s main emphasis, of course, is its stress upon Christian



Daniel Wilson

living. This feature is more than enough to outweigh any of its disadvantages. I know now that this was the reason I was led to Taylor. I wish other people could see and understand this aspect in their own lives before I did.

Taylor is progressing in many other areas as well. One would have to go far to see a more rapidly advancing school than this one. Even as a senior I am anxious to see this campus in five to seven more years. Three new buildings are already up and there are several others to be started in the future. Taylor’s facilities are definitely improving.

One unique quality that Taylor possesses that others schools don’t is the friendliness of its students. The idea that the student makes the college is true especially when everyone shows a pleasing personality. I don’t believe anyone could find a campus where the students are any easier to get along with. At Purdue, for instance, everyone leads his own individual life with little concern for anyone else. One would think that the larger the enrollment the more people you would know. I’ve found this to be untrue. This idea also carries over concerning practically all aspects of social activity. There is basically more individual interest in everyone at Taylor.

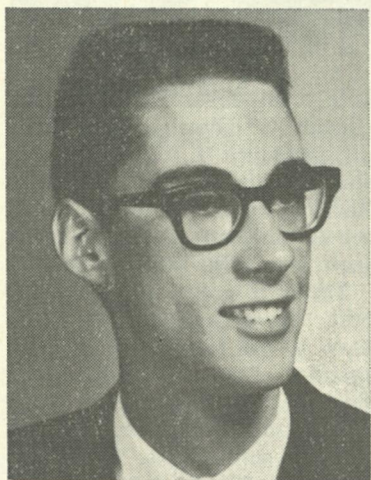
There are many activities that a Taylor student can participate in also. My own interests have been in athletics. This is just one example as to how one can develop a more well-rounded life.

No doubt there will always be criticism and maybe this criticism helps to bring about better conditions. I feel, however, that we should be quite thankful for such a place as Taylor. I have mentioned only a few reasons why Taylor is an excellent college. I will miss this place very much and am proud to be a graduating senior from Taylor University.

Four years ago I went with my senior high school class on what
(Continued on page 4)

(Continued from page 3) now seems to be a vanishing tradition—the class trip. First we went to Gettysburg, and saw large rocks and several statues. Then we went to Washington and saw large pillars and several statues. Finally, we went to Williamsburg and saw nothing very large and very few statues. The weather was hot and our bus was not air conditioned. And, to insure our complete enjoyment of the trip our principal and his wife went along. That trip could have been a drag—it could have been, but it wasn't. It was fun, even if it was educational. I learned that appreciating a good experience tends to make it better, and helps minimize those not-quite-so-good experiences which have a way of coming our way.

When one's final semester at Taylor nears an end it is easy to become nostalgic. It is easy to forget the sometimes painful experience of learning, and to remember the joy of a good test score. It is easy (at least for me) to minimize the walking up from the shacks in zero weather and maximize the beautiful spring days. I remember the bad only enough to appreciate an im-



Steve Huser

provement when it comes, (like the difference between our old and new west winds).

Most of all I remember the students. Taylor is not her buildings. A few years ago when most of our buildings were old and insufficient Taylor was not old and insufficient. Taylor is not her rules and regulations. Rules do not have personalities or souls. Taylor is her students. Taylor is her ideals and her goal to integrate vital Christianity with higher education. Taylor is concern for a name, not a number; for a personality, not an IBM card.

I look back and remember these things and I know I'm going to miss Taylor. I'm going to forget the undesirable and remember the desirable. It's better that way; and besides, it's easy.

Reflecting back on four years at Taylor, I find myself in a rather contemplative frame of mind. What has gone on in the past four years to "educate" me? How have these four years brought me to the place where I am? And where am I really? I shall attempt to write my thoughts, both conscious and subconscious, concerning those parts of my life where Taylor has been most influential.

One of the most impressive and educative processes has been that of a liberal arts survey. This may sound like a reverberation of many others' opinions, but it that this idea entails, and the change that must go on in a per-

took me a while to realize all son who has experienced little more than the sheltered life of a strict home. However, more than a mere change must take place. A definite broadening of mind must culminate in an arrangement of practical and honorable attributes, upon which a student in college can formulate a profitable basis in life, for himself



Mary Lou Plegnet

and others. What amazes we so much about college is the time and effort it takes to learn just the basics of a course, when one realizes the vast amount still untouched.

I have found freedom here in many areas of life. Freedom to listen to different speakers and lecturers, and gain what their ideas had for me; freedom to meet other personalities and appreciate them for what they are—this, an unconquerable field; freedom to learn discipline, usually the hard way (and sometimes not at all).

Senior dorm life is characterized by the lack of discrimination between twelve midnight and twelve noon, and by the absolute removal of quiet hours. Even the noise-makers would agree here! However, to make that a lone comment is certainly not legitimate. I have always felt sorry for those attending college who are unable to participate in dorm life at least partially.

Regarding academic life, there is much even for the graduating senior to observe and learn. I can remember vividly the reaction against having to learn the details of anatomy and physiology just as the pre-med major does. And those headaches acquired after two hours of intensive peering through a microscope after "something" on that slide. Fine arts study has brought to scope a very challenging and desirable view of the included areas. There are other "studies" that go on during this class—a screechy soprano in the room below, diligently working on some difficult vowel in the upper range of her voice, causing an involuntary study to take place in the person tolerating the "music." And how many times have I felt extra-wearied at the thought of trudging over to the music building to practice my German pieces; and yet how rewarding to be able to do them with ease and a bit of a feeling of accomplishment.

A very unimpressive and yet dominating factor on Taylor's campus is the amount of "browning" that is carried on so consistently. By now it is fairly well ingrained and we even overlook it, but the determination of the professor-pupil relationship and course grade are so often direct-

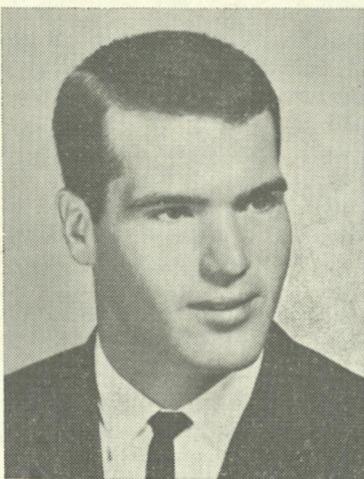
ly related to this process of "browning."

My senior year has been a preliminary culmination of many observations and adjustments, from that worrisome recital to a terribly enlightening student teaching experience. With so many opportunities present, where does a teaching-qualified person turn? By searching for the physical, philosophical, and religious positions right for each one of us, the Christ-directed life gives clarity and meaning to those ideals we uphold but often do not comprehend.

A college education is very important. We all know this. We have seen the statistics which show that with every added year of education there is an increased probability of security in adult life.

The question that I must ask is related to my four years at Taylor. I will receive a degree in a week that marks the end of my college exposure. I must know whether I am prepared academically and philosophically to function in a different environment.

I have studied and worked to make grades I now consider partially reasonable. If my grades are indicative of my academic progress, and my professors are as knowledgeable as those in other colleges, I can consider myself adequately prepared for future work. At least this is what I am told.



David Bough

I have said all I wish about Taylor academics because I really do not know at present how I stand in relation to my peers in other colleges.

The other question is on the solidarity of my philosophical or Christian beliefs. Taylor has been good for me in this realm. By good I mean that I now know why I believe as I do. In many ways I would be considered a "typical Taylor student". I have a church background with Christian parents. It is at this point I deviate from the normal, or at least the normal of my freshman year. My high school friends were not Christians and due to this I was spared from many of the naive dogmas that are a part of immature Christianity.

It is due to my exposure at Taylor that I was faced with Christ as vital and real. It was also here that I learned how to think for myself. My first year provided me with an opportunity to observe and accept. My second year was a time of challenge academically and re-evaluation of the Christian ideology I had previously observed and accepted. I realized that I had dropped into a blind following of almost every

doctrine that preachers and Taylor administrators taught.

It was in this second year that I began to really understand why I was in college. The object of my college exposure was not just to accumulate knowledge but to know and understand how I could apply this knowledge to my life. I found it was very necessary to question what I was told and observe this second-hand knowledge from more than one plane. I do not mean questioning whether a bird seen from above is still a bird when viewed from below, but whether it is the same species when seen from both views.

I feel that the atmosphere at Taylor provides the student with a "conservative" background, an opportunity to think, reconsider his beliefs and find the value of his beliefs. It also provides the non-Christian with the influence of professors and other students that have found valid reasons for their beliefs.

It is my belief that Taylor provides an excellent opportunity for the students to think and decide what is valuable and necessary, and what is irrelevant. It is up to the student to question, and in my opinion there is no maturity if a person conforms without knowing why. This is also true for the "rebel" who exists for the sake of rebellion.

"Taylor University is a liberal arts college which is committed to a philosophy of education that emphasizes both intellectual vigor and spiritual values." This basic description is found in our catalogue, but how little it really tells about the Taylor University which we know.

Each year I have been at Taylor I have come to like it better and appreciate it more than the year before. As a freshman I was overwhelmed by the friendliness and helpfulness of the upperclassmen I knew. Now, as a senior, I cannot help but wonder what impressions I may have given to some underclassmen during the past years.

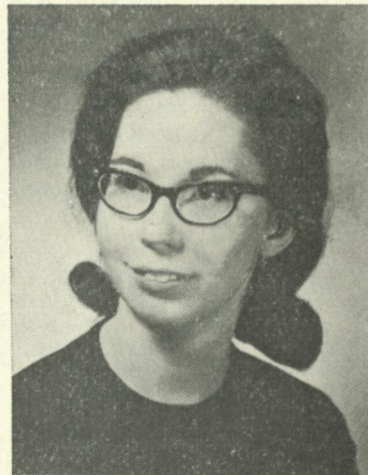
After seeing Upland, people often ask, "But what do you do?" It does not take long to discover that there is usually so much to do that finding time for study seems almost impossible. There are hen parties, dorm parties, meetings of all kinds, concerts to present and attend, plays, sporting events, buffets, banquets, and jobs to keep us busy. Maybe there should be a major in extracurricular activities.

There seems to be a spirit of unity between students, both on and off campus. We have opportunities to know the professors better by working for them and participating in committee work. It is amazing how a contact such as this can make you realize that professor are people, too, and not just someone behind a desk.

For many of us, the years at Taylor were the time when we gradually, and sometimes painfully, became more mature individuals and grew spiritually. There were many people to help this process, sometimes by personal conferences and other times by a chance discussion or chapel speech which seemed to be directed specifically to you. Day by day living with so many is certainly influential in our lives,

and we learn such attitudes as patience, selfcontrol, understanding, kindness, courtesy, and consideration. At times some of the many rules seem quite impossible, but we learn to follow them, anyway.

Since the students here come from many different backgrounds, we may be faced with beliefs which are unsimilar to ours, even though the one likeness may be a church background. Generally, we can calmly and quietly express and discuss each other's beliefs and opinions, even though there may be a strong disagreement. Perhaps it is this habit of discussion which helps us to more firmly establish our own beliefs, perhaps change some of our ideas,



Judy Borders

and be more tolerant of someone else's opinion.

I certainly do not believe that Taylor is the school for everyone, but I have found that it is the school for me. How can I ever forget it?

Cliff Robertson

Anyone who leaves any college or university with anything other than a certain ambivalence is either very gullible or very bitter. Heaven is not earthly. Neither is Hell. The best a university can hope to be is a hopeful composite of the two with the heavenly portion firmly in control. As certainly as we all try to be perfect, we just as certainly are not.

So Taylor is what she is. There is no senior graduating who does not have some memory so sweet and so firmly identified with Taylor, that he could ever look on the campus without some fondness. Neither is there one who has not had some slight, some injury done him in the name or spirit of the university which must subsequently color certain of his memories with a kind of pain.

All of us love the old school a little bit—and most, I think, hate it a little as well. Of course, some feelings run deeper than simply "a little." For some, this school has been a haven, a place secure from the buffeting of what we call "the world." For others, Taylor has been a cage and anything of the beyond, the outside, has become a symbol of freedom.

Some have finally ended their spiritual agony during some Taylor moment, have thrown off their doubt and have gained a deep sense of spiritual peace. Others have lost something here, and, God help them, have found nothing yet to replace it. A hand-fulf grows certain; another grows doubtful, and others pass silently by us, never speaking, never

(Continued on page 5)

True Friendship Illustrated By Students Of Taylor

Taylor is a place of friendship. Whether it be within the dorm or within the classroom, friendship is evident everywhere; not only between the students themselves, but also between the students and God. Friends share their experiences with each other and with God. There is a marvelous fellowship and Christian love, not found on other campuses. Students honestly strive to follow the golden rule, "To do unto others as they would have others do unto them." However they are far from perfection we need to enhance our friendship in many ways. One way is to live by this poem:

Forget each kindness that you do,
As soon as you have done it.
Forget the praise that falls to you,
The moment you have won it.

Forget the slander that you hear,
Before you can repeat it.
Forget each slight, each spit,
each sneer,

Wherever you may meet it.

Remember every kindness done to you,
Whatever its measure,
Remember praise by others won,
And pass it on with pleasure.

Remember every promise made,
And keep it to the letter,
Remember those who lend you aid,
And be a grateful debtor.

Remember all the happiness that
Came your way in living,
Forget each worry and distress,
Be hopeful and forgiving,

Remember good, remember truth,
Remember heaven's above you,
And you will find through age and youth,
That many hearts will love you.
(author unknown)

Seniors

(Continued from page 4)

revealing whether they pretend to know or not to know. Their eyes are grey, and they nod. Then, where is there a generalization in all this? Where is there a rule that is not contradicted? I would like to say something that is not tedious or platitudinous or obvious—or untrue.

I would like to say that 90% meet Christ here, are happy and well, are safe in the kingdom and secure in the truth. I would like to say only 10% are confused, despairing, alone. But then another might say—no, the 90% are the fools, deluded, finding comfort in a shadow. The 10% are alive, awake, burning, yes, but burning in the sunlight. If he speaks thusly, then if I speak, we must argue, and I do not feel like arguing.

I am tired. I am at the end of something. I am either somewhat happy or a little sad, depending on the name I choose from the list of the hundred who graduate. This university, these four years, have been, after all, only a step, and a step in one hundred different directions. I can only speak for myself, and I am too tired to speak. But the four years, the degree, the friends, the Christ—faith and Christ—doubt—you must judge. You must evaluate.

Would you do it again? Do not ask me. I do not know.

Continued from page 2 . . .

Thoughts on Program

religious activities. Only as long as the individual student is involved in these areas will he succeed in developing into an effective Christian, for when the privilege of involvement is misused or misplaced, the student becomes stagnant and is nothing more than an educated cog in an institutional wheel which is going around and around.

The third great quality of Taylor University is its varied assortment of students. Representing over 36 states and 6 foreign countries, Taylor seems to be a sort of melting pot of people. The reserved easterner and the relaxed midwesterner, the confined city dweller and the care-free rural folk, together with a new kind of urbanite, make up the student body of Taylor University. Together they meet on one level and begin achievement together. Each student in his own particular way paves the path to a richer and more meaningful life than what now exists.

In this strange conglomeration of people, places, and things, one may become diffused in the mixture but only to emerge one day a new person with individual ideas and methods of conduct which if examined closely are seen to contain the basis of what is good and decent in the many different backgrounds which go into the making of Taylor University.

The fourth quality of greatness which I see in Taylor is its rich heritage. Although as students we often have little interest in or concern for the history of our institution, we recognize that to many people in many places, Taylor is important because it was instrumental in the changing of lives. We respect the great men who have emerged from her halls, and at the same time pay tribute to the countless number of people who left her not in search of riches and fame but in search of honor and glory for God. We recognize that God has blessed Taylor University, because he has blessed us—and after all we the students are Taylor University.

Even as I have been greatly pleased by what makes Taylor

University operate, I have also become concerned by three qualities which I feel need revision in the Taylor Plant.

The first such needed change I direct to the students, for we are most guilty. I speak of our failure to become committed. Why is it that we never fall asleep over our studies at night, and why do we always need to discipline ourselves to only accomplish what is the minimum requirement? Can we not seek to achieve more today than we did yesterday; more tomorrow than today? In plain words, "let's get on the stick". If we are going to be students of a certain discipline than let's get involved. I have mentioned the opportunity to become involved, but too few of us take the opportunities readily available, let alone, create the opportunities which are needed to go beyond what is already being done. Much is being done by many able and well minded students, but far be the day that an hour does not go by unwasted.

The second weak point I find in the Taylor program is in the relationship between the administration and the student body over fiscal policies. I do not wish to make any complaint concerning the cost of a "Taylor Education", for I feel that I am getting my money's worth. Instead, I am concerned about what I believe to be inconsistencies in the fiscal policies of the Taylor program. I realize that in an institution of our type, it is important that a close check be kept in all matters dealing with the finances of the college and I appreciate the sincere strides the administration is making in this. However, I do not feel that the students should serve as an emergency source of revenue every two years. To those students who need financial assistance more time and consideration could be given (if nothing else) in assisting them in meeting their own particular needs. I find the "over-due" policies attached to everything from parking tickets to work bills more of an attempt to gain additional revenue than to serve as an efficient (and necessary) guide in helping the student meet various financial problems. The whole system of "ten percent or \$2.50 whichever

is greater" and the "50% cut" appears to be completely incompatible with the idea of effectively Christian.

A third suggestion which I shall take the liberty to propose is that which involves the service of the student to the university. In too many areas on Taylor's campus, the student labors long and efficiently with little or no compensation. In those instances in which the student does receive some compensation for his services, the reward received is too often only a token. To be specific, the services of the hall counselors in the resident halls is greatly under appreciated. It is certainly correct to say that these individuals probably contribute more to the development of the personal and spiritual life of the students than do any other single factor, and yet, their reward has never been more than a "chicken dinner" at the end of the year. In like manner the members of the ECHO and the ILLIUM staff receive far less the amount of compensation for their services than the work they perform deserves. The functions of all of these individuals (as well as others I have not mentioned) are a vital part of any college campus. These people make our school collegiate; they contribute; they build. While some people would like to compare the duties of these people to those of the more religious activities on campus, we must keep in mind that the former are active in the college program while the latter are active in events which are made possible only because the college program is functioning. Certainly the services of any worthwhile endeavor on the part of the students is appreciated by the administration, but it seems only proper that those duties which are professionally functional should receive more than token reward.

I basically find the Taylor program a well balanced, orderly run operation endowed with the usual amount of routine and red-tape. I am confident Taylor University as an institution will continue to grow, as a school will continue to teach, and as an instrument of God's will, shall continue to change the lives of its students.

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H.C.C., All-Sports Crowns On Line In Final Weekend

Without doubt today and tomorrow are two of the most important days in Taylor athletics this year. At 8:15 a.m. today the HCC golf match will be held on Marion, Indiana's Shady Hill Course. Saturday afternoon at 1:30 the Trojan baseball team will finish their season by hosting Franklin. Finally the track and field season will climax Saturday night with the HCC track meet starting at 6:00 at Franklin.

Taylor, who is the defending All-Sports winner, is currently trailing Indiana Central by 2½ points. Anderson is only 6½ points behind I.C. and must also be considered as a contender.

This year, as last year, the All-Sports contest is going down to the wire. The golf team can play an important role even though golf is termed as a minor sport. Hanover and Manchester are favored this year with the rest of the field about even. The Trojan golf team owns wins over Anderson, Earlham and Indiana Central, but has been bested by Manchester and Anderson. Taylor has finished last for the past three years, but has definitely improved this year. The team is shooting five strokes better per man this year than last year.

The three top finishers last year are back to defend their positions. Perry of Anderson, Wise of I.C., and Silliman of Hanover finished in that order in the 1965 HCC golf match. Taylor's number one hacker, Larry Backlund, has a good chance to finish in the top five.

If the golf team can finish ahead of Indiana Central it may provide the few points that will determine the All-Sports victor. Certainly Coach Odle, Larry Backlund, Jon Schubert, Ken Flannigan, Dave Odle, and Nelson Rediger deserve our support and a send-off.

The Taylor baseball team is currently in second place with a 7-3 record. The HCC baseball standings are as follows: Anderson 6-2, Taylor 7-3, Indiana Central 5-3, Hanover 5-3, Manchester 3-5, Franklin 1-7, and Earlham 1-7.

Taylor has only Franklin to participate, but his effectiveness is in doubt. Frykholm was being counted on to bring in 10 points for Taylor in his two events.

Even though the Trojans are supposed to finish second, with a few breaks they can take the crown. No one can ever predict what kind of tricks Coach Glass has up his sleeve. With good outputs by our field events and distance men and a good student following, the Trojans can win the HCC Track Championship for the third year in a row.

So, the battle for the All-Sports Trophy will be another close finish. Taylor needs to finish ahead of Indiana Central in a major sport and at least tie with them in the other major sport and golf. All the coaches would like to submit an invitation to every student to come and support Taylor in this important week-end.

Taylor Baseball Nine Splits With I.C.; Drops To Second Place With 7-3 Record

The Trojan baseball team split with Indiana Central last Saturday losing 14-3 and winning 9-5. It was the third conference doubleheader in six days for Taylor. With the academic pressure at the end of the semester sapping much strength, the tired Trojans were thankful for a split.

In the nightcap Paul Wamsley picked up his seventh victory of the year and the fourth of last week. Randy Mohler led the hitting attack with a two run double, a triple, and a long two run homer. Randy finished the game with three for four, a walk, and five runs batted in.

Wamsley gave up three runs in the first, of which one was earned, and then continued to contain the Greyhounds sufficiently. I. C. touched the senior co-captain for two unearned runs, later in the game, but could not put any real rally together. Wamsley struck out six and walked three in registering his sixth HCC win of the year.

The Greyhounds led 4-3 at the end of third inning, but Taylor scored three times in the fourth. The runs were scored when Frank Bellamy reached base on an error, Bocken singled and Mohler delivered his longest blast of the day. The Trojans put the game out of reach in seventh by scoring three more times. Ken O'Brien led off with a walk, then after two outs, Bocken singled and Mohler tripled. Randy then came home on a past ball.

The first game was simply not Taylor's as the Greyhounds battered three pitchers for sixteen hits and fourteen runs. The Indiana Central hitters seemed to thrive on anything the Trojan moundsmen could serve up.

Paul Wamsley reached I.C. pitcher John Leonard for a solo home run and a single to pace the Trojan hitters. Mike Mancini also had a single and a double. The twin bill brought the weary Trojan's HCC record to 7-3, which is good for second place behind Anderson. The baseball team will climax a good season by entertaining Franklin tomorrow at 1:30.

CONFERENCE
TRACK MEET
TOMORROW
6 p.m.
FRANKLIN, IND.
BACK THE TROJANS

Intramural Track Meet

100 Yard dash:	
Chuck Taylor	11.4
220 yard dash:	
Chuck Taylor	25.8
380 yard dash:	
Roger Hinkle	51.4
800 yard run:	
Dave Phillips	2:00.0
Mile run:	
Sam Gloyd	4:32.0
120 high hurdles:	
Steve Oldham	18.5
180 low hurdles:	
Steve Oldham	24.6
880 relay:	
3rd Morris	1:49.0
High jump:	
Cliff Cox	5' 7"
Long jump:	
Chuck Taylor	17' 5"
Shot put:	
Steve Homer	

TEAM RESULTS:

2nd Wen E	49
2nd Morris	46
3rd Morris	29½
4th Morris	22
1st Wen & 1st Morris	13½
3rd Wen E	2
3rd Wen W	2

Trojan Thinclads Roll Over Anderson In Season Finale

Last week-end the Taylor trackmen closed out another successful regular season as they thumped Anderson College, 94-51. The win gave the thinclads a season record of nine wins and only three losses. One of those losses was suffered in a quadrangular meet at Purdue. However, the real success of the season will not actually be known until the conference meet is over tomorrow night.

The Trojans captured thirteen of the seventeen events and made clean sweeps in the shot put, pole vault, high hurdles and two mile run. A personal best was reached by Walt Harvey, as he won the high jump at 6 feet 2 inches.

The summary:

100—1) Sharp (A), 2) Wallace (A), 3) Stauffer (T). T:10.3.
220—1) Wallace (A), 2) Sharp (A), 3) Stauffer (T). T:22.8.
120 hurdles—1) Hart (T), 2) Kirtley (T), 3) Anderson (T).
T:15.4.
440—1) Loewen (T), 2) Hall (A), 3) Coy (A). T:52.9.
Mile—1) Hackney (T), 2) Quinn (A), 3) Baumgardner (T). T:4:33.6.
880—1) Gygi (T), 2) Bass (A), 3) Benefield (A). T:2:00.
440 hurdles—1) Loewen (T), 2) Hocker (A), 3) Anderson (T). T:59.0.
Two mile—1) Hackney (T), 2) Captain (T), 3) Oros. T:9:58.6.
Long jump—1) Frykholm (T), 2) Hocker (A), 3) Howard (T). T:22.0.
Triple jump—1) Frykholm (T), 2) Hocker (A), 3) Blocher (T). T:43-4½.
Javelin—1) Dennis (T), 2) Carlson (T), 3) Hall (A). D:182-5.
Shot—1) Jones (T), 2) Sonnenberg (T), 3) Brewer (T). D:44-4½.
Discus—1) Jones (T), 2) Sharp (A), 3) Sonnenberg (T). D:135-6½.
High jump—1) Harvey (T), 2) Howard (T), 3) Wallace (A). H:6-2.
Pole vault—1) Ulm (T), 2) Blocher (T), 3) Howard (T). H:13-0.
440 relay—1) Anderson. T:44.7.
Mile relay—1) Anderson. T:3:33.9.

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